

SCHOOL-AGE CHILDREN

BUREAU OF CHILDREN AND ADULT LICENSING



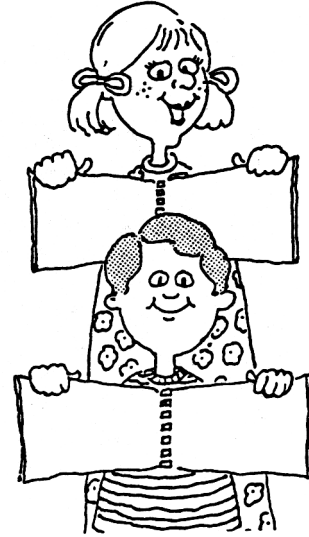
STATE OF MICHIGAN
Department of Human Services

INTRODUCTION TO SCHOOL-AGE CHILDREN

School's out! A full scheduled day is over. It's time for children to relax, to talk, to run off some energy, and to do their homework. The hours between school and bedtime seem short for all these important activities.

Children from six to fourteen have many different needs and abilities. Think of the great changes between the time a child is six-years-old and fourteen-years-old. A first grader and a high school student certainly are not interested in the same activities.

School-age children need a caring adult to talk to, a place where they feel wanted, and other children with which to play. Your gentle guidance and patient understanding of their growing independence is very important. These are exciting years - for the children and for you!



The School-Age Children growth and development booklet describes the developmental changes in school-age children. It is divided into several sections. "Middle Childhood Years (6 through 10 years)" and "Early Adolescence (11 through 14 years)" explain the four areas of development: sensory-motor, language, social-personal, and cognitive. The booklet describes the needs of school-age children and gives guidelines in handling conflicts. Early warning signs of possible problems are also given.

MIDDLE CHILDHOOD YEARS (6 through 10)

Sensory-Motor Development

Sensory-motor development is the change in the way children use their muscles to move and to do things. There are two kinds of muscles. Large muscles are used for walking or bending. Small muscles are used for pointing and picking up things.

Body Changes

At six, children begin to lose most of their baby roundness. Their legs lengthen, and they begin to grow taller and gain more weight.

Children's faces also begin to change. The once round cheeks develop into longer jaws. Baby teeth are gradually replaced by permanent teeth. Throughout middle childhood, large muscle development stays ahead of small muscle development. Give these children many opportunities to strengthen their large muscles in active outdoor play.

By six, children's eye-hand preference is usually determined; that is, the children are noticeably left or right handed. However, they may have some difficulty coordinating eye-hand movements since the small muscles are not well developed. Eye-hand coordination gradually increases and by eight, children can write more clearly and do more detailed work. Provide arts and crafts activities and table games that will help develop small muscles.

6 - 10 YEARS

Healthy Children Are Energetic Children

Rest and proper foods are essential for all children during these growing years. Foods high in protein and calcium, such as milk, meat, eggs and cheese are important for muscle and bone development and for proper care of permanent teeth.

You will know if the health and physical needs are being met for children in the middle years. The children are happy, energetic, and want to go-go-go!



Six and seven-year-olds carry on lively conversations, usually about themselves and their families. Their active imaginations can make these conversations quite vivid. They use more words when they talk about people, things, or their own feelings. They can criticize and complain in very clear terms.



Language Development

Language development is the children's growing ability to listen, understand, and use words to express their ideas.

Language Growth in School

Language develops rapidly throughout middle childhood. Listening and expressing ideas is a major goal of learning and is most important for children's success in school.

When children enter school, they find many more models for spoken language. They hear and imitate the speech of teachers and of other children. During after-school hours, children have opportunities to practice their growing language skills in conversations, in arguments, and in play.

Fairy Tales, Storybooks and Television

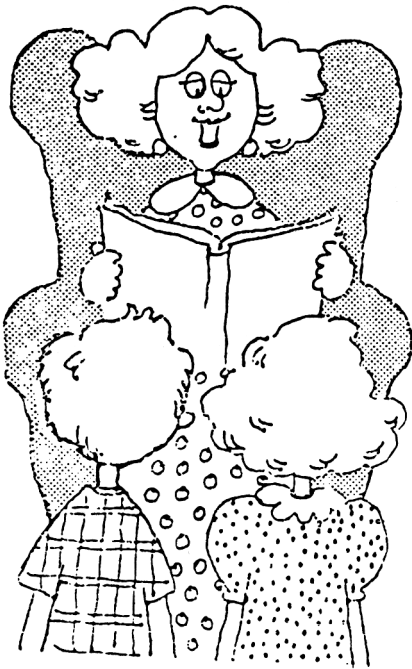
As their listening skills develop, children like longer, more complicated stories. Fairy tales, folk tales, stories about animals and other children are exciting to first and second grader. Some children will want to read these stories themselves; others will prefer to listen as you read.

Comic books are especially interesting to this age group. The youngest children like to look at and listen to comics. The older children read, re-read, and exchange comics with their friends. Be sure to provide other humorous adventure books for children to look through and read, too.

Most school-age children eagerly watch their favorite television shows. T.V. can provide a good language model for children, if used wisely.

6 - 10 YEARS

Help children choose the better programs, such as nature series or educational children's programs. Many times the local library and the public schools will have information about good, educational programs for children. You may want to contact them to learn what programs are available in your area. Remember, that while a few selected programs may be meaningful, television can be overused. If television replaces outdoor play and other more creative activities, you will need to suggest more appropriate activities such as sports, helping with younger children, crafts, or homework.



You are a Language Model

You spend a few hours with school-age children each day. Therefore, you are an important language model for them. By listening attentively, you encourage the children to share the events of the day. A few questions will encourage the children to explore and explain their own feelings and ideas.

Just listen to the language of the middle childhood years. It's simple, exciting, and expressive.

Cognitive Development

Cognitive development is the growing ability of children to listen, understand, and follow directions. This area also includes the way children think, reason, and solve problems.



Why? Why? Why?

Six seems to be the age of 'why.' In their eagerness to learn, six-year-olds question everything. Fortunately, school activities help with this increasing curiosity. School work is begun eagerly as children are now more capable of organized learning.

At this age, children learn best by exploring and using actual objects. But eventually children learn to recognize symbols for objects. For example, two beads can be replaced with the numeral "2." Learning about money, time, and distance, becomes easier for these children. As children learn the names of coins, they begin to understand the purpose and value of money. They begin to plan their afternoon schedule and to tell time. But don't count on their meaning 60 seconds when they say "in a minute!"



Around eight years of age, children realize that there has been a past, and there is a future. They begin to show interest in the world beyond their own familiar home.

6 - 10 YEARS

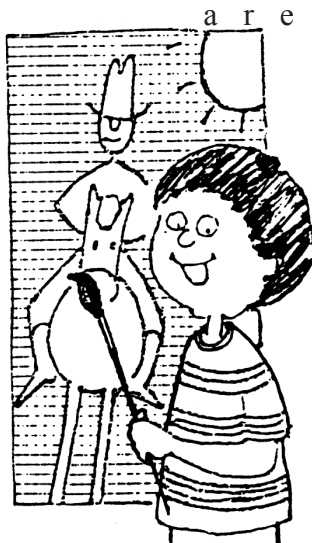
Homework

Children in the middle childhood years usually begin to have homework. It's important that you provide a quiet place for the children if they want to complete their assignments. After a long day at school, children may prefer to visit friends, play games, or work on a favorite hobby. Whether homework should be completed during day care hours after school or during evening hours at home should be decided by the parents and their child. Be sure to ask parents and child when homework is to be done. Then encourage the child to follow that schedule.



Learning Special Skills

Children begin to make judgements in middle childhood. Around eight, children become critical of their own abilities. They are not satisfied with only play. They want to learn special skills well. They may practice to improve abilities in such areas as music, sports, art, and school work. They may ask for help in learning these skills. But remember: it is important that emphasis be kept on the children's enjoyment, rather than their perfection of skills.



Memory during middle childhood becomes very vivid. Certain events, places, books, classmates and teachers will be remembered throughout life. This development of memory helps children add to their growing knowledge.

Learning About Everything

Children continually look for and find new interests. Space travel, underwater adventures, music, and sports may fascinate them. Their collections become more organized. A stack of baseball cards may now be lined up by teams.

Reasoning and problem-solving abilities increase throughout middle childhood. This helps improve children's understanding of math, science, history, and other school subjects. However, their thinking may be affected by emotions and inaccurate information. Though they want to solve their own problems, they still need your help.



These children need you to listen to their vivid conversations. They need simple, clear answers to their many questions. They may need you to explain and explain again, if necessary, areas that they do not understand. Your guidance will help them learn to solve their own problems and make understanding easier.

Social-Personal Development

Social personal development includes the children's growing awareness of themselves, how they feel about other children and adults, and how they play and talk with others.

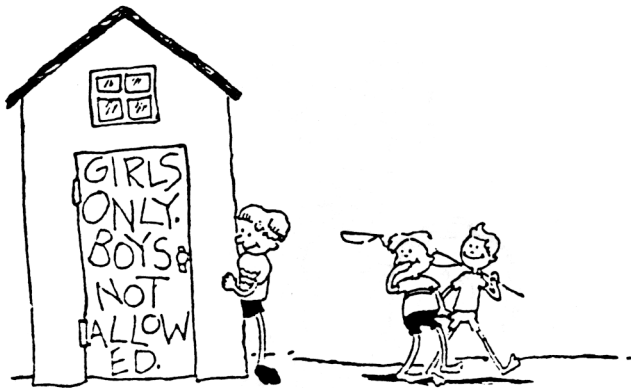
6 - 10 YEARS

An Age of Special Friends

Children from six to ten no longer need the one-to-one guidance a preschooler needs and do not yet face the changes of adolescence. They are usually happy being just the age they are.

Throughout these years, children spend as much time as possible with children their own age and sex. They compare themselves with each other and select their own leaders. Since this leader is usually the most capable child in a particular activity, leaders change as the group changes to another activity.

Children in the middle years form their own clubs. Sometimes these clubs have special secrets, handshakes, or even code words. These secrets help children feel special and liked by their friends.



Throughout this age, boys tend to play with boys and girls with girls. Efforts to encourage them to play together may be met with “ugh.” Boys and girls should be allowed to choose their own games and playmates.

Middle childhood is an age of best friends. They talk constantly when they are together. Best friends quarrel often, but can usually work out problems between themselves. Sometimes, these children seem to enjoy having an “enemy.” Here adult guidance may be necessary. Sometimes children fail to see things from another’s viewpoint and seem unconcerned about hurting each other’s feelings. These children are still dependent on you for affection, guidance, and your approval. They still need rules and limits for how they should behave.

Group Play

As this age group becomes more capable of learning special skills and following rules, traditional games, such as baseball or football, become important. Competitive feelings are strong at this age. These children need to be encouraged to play for fun and taught that competition must be fair. Children in this middle age range are blunt about each other’s abilities in games. This sometimes makes them seem unkind to their less-skilled playmates. Your guidance is often necessary to help these children learn to respect others’ rights and feelings.

Developing Independence

Small responsibilities make this group feel independent. They like to do some things without help. Your trust in their ability will help them have good attitudes about their work. Doing their home-work and caring for themselves and their belongings should be their responsibilities. Helping with younger children can be fun and exciting for school-age children, too. Remember to praise them as they work with younger children. This encourages them to feel proud of themselves and pleased that you are happy with their work.



School-age children seem to be everywhere – riding bikes, tossing balls, exploring the woods, climbing trees and collecting “junk.” Enjoy them and let them enjoy themselves.

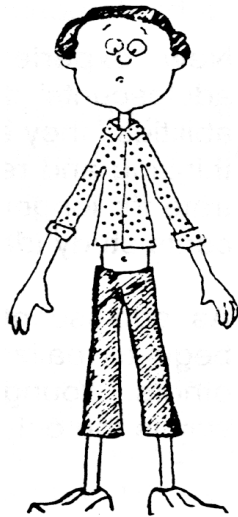
EARLY ADOLESCENCE (11 through 14)

Sensory-Motor Development

Sensory-motor development is the change in the way children use their muscles to move and do things. Large muscles are used for walking or bending. Small muscles are used for pointing and picking up things.

Body Changes

Early adolescence is a time of many physical changes. Legs get longer; hands grow bigger; bones and muscles get longer and stronger. Adolescents are likely to feel embarrassed or clumsy about their rapid physical growth. You will need to be especially patient and understanding as their bodies are developing. Often, after a year of slow growth, adolescents may grow four or five inches in a few short months. No wonder they feel clumsy!



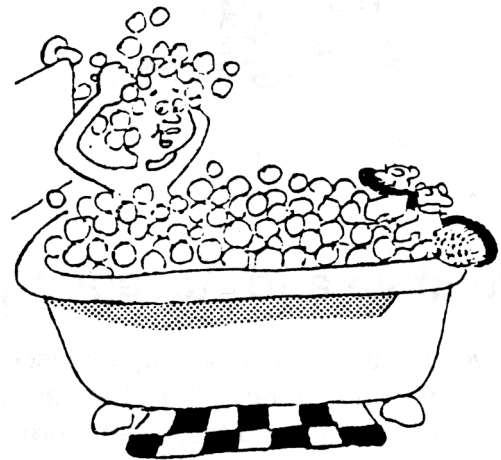
At this point, girls and boys begin to develop their adult body structures. Girls hips broaden, and breasts begin to develop. The monthly cycle of menstruation and ovulation begins. Hair growth increases, too. A soft fuzz of pubic hair begins to grow as well as hair under the arms. Now boys' muscles become stronger and their chest begins to broaden. Their voices take on a gradual change - but not all at once. It may take several months

of "squeaking" before boys' voices sound like an adult's. Other physical changes occur at this age. Boys' sex organs begin to change. The penis grows longer and the testicles become enlarged. Hair growth for boys increases; too. Boys and girls of the early adolescent age are gradually on their way to looking more and more like adults.



Personal Hygiene

There are many other changes that you may notice during these rapid, growing years. These can cause embarrassment to the self-conscious adolescent. Increased perspiration leads to new body odors. An adolescent's skin texture may change and the glands begin to produce more and more oil. This often results in blemishes and pimples which can be embarrassing to the young adolescent. Despite these concerns, adolescents may be careless about their daily grooming. Help guide them in personal care. A balanced diet, plenty of fresh air, and frequent washing can help clear up facial blemishes, oily hair, and body odors.



Personal hygiene is also important to maturing young girls. The monthly menstrual period is a time when cleanliness is a must. A daily bath and frequent changes of menstrual pads or tampons will help eliminate any odors that might occur at this time. Since adolescents may be very concerned about how they look, they need your acceptance of their appearance. Your advice helps each child feel more comfortable with his or her "new self." like adults.

11 - 14 YEARS

Snacks and Rest

Other changes may accompany this great body growth. Some adolescents may become tired from this fast growth and may need more rest than before. Other adolescents show a tremendous burst of energy and will need an outlet such as sports, hikes, or bicycle rides to use up this energy. Young adolescents often have very large appetites. They need good, nutritious snacks after school to provide minerals and vitamins necessary for increased growth.



Be Positive and Accepting

Be positive and accepting of young adolescents. Let them know you understand the changes they are going through. It may help them feel more “normal” if they realize everyone goes through these changes as they grow up. Be willing to talk, and listen, if the adolescents want to discuss their feelings, but don’t enforce them. By being open and understanding, you can help ease the awkwardness and embarrassment that adolescents feel about their bodies. This will make both of you much happier!

Cognitive Development

Cognitive development is the growing ability of children to listen, understand, and follow directions. This area also includes the way children think, reason, and solve problems.

Reasoning and thinking skills develop all through a person’s life. Early adolescent years are important times for adding to these cognitive skills, since children this age are continually questioning and searching for values.

Homework

Since young adolescents now take several school subjects, their reading ability is especially important. Since homework increases during these years, it is very important for these children to have a quiet place to complete their school assignments. However, after a long day at school, young adolescents may prefer to visit with friends or work on a hobby. The parents and their adolescents should decide when homework is to be completed.

New experiences and learning help develop adolescents’ decision-making and problem solving abilities. They are now capable of more independent thinking and reasoning. **Also**, the ability to concentrate for longer periods of time helps young adolescents study ideas in more depth.

As adolescents experience and learn more, they begin to realize their ideas are not always shared by others. Young adolescents may still feel that their way is the only way.



Hobbies, Crafts and Community Activities

A new interest in national and community events, hobbies and craft activities begin to develop. These provide hours of enjoyment for both the young adolescent and you. These interests are fantastic for encouraging independent work. Be sure to provide magazines, newspapers, and other material that excite these new ideas.

11 - 14 YEARS

Language Development

Language development is the children's growing ability to listen, understand, and use words to express their ideas.

By early adolescence, young people have listened to and talked with friends in their own homes, in school, and in day care. They know thousands of words and can use them correctly. Through school, home life, and hobbies such as stamp collecting or sports young adolescents have learned to understand and use more difficult words.

Young adolescents often have their own special language to use with each other. You may not understand this "slang." But it's important for children this age to communicate in their own language.

Language Models

Adolescents can provide good speech models for the young children in your care, since young children like to copy their older friends. Encourage the young adolescents to work and play with your younger day care children. This is a fun way for adolescents to improve their language skills. Their ability to "teach" younger children may surprise you.



Adolescents want the personal contact you can provide. By encouraging open communication, you help strengthen the adolescent's confidence in their own abilities to communicate well.

Talk About Feelings

Language skills are especially important in helping young adolescents understand and talk about their emotions. Children of this age have many conflicting feelings they may want to discuss with you. By putting these feelings into words, they often gain a better understanding of why they feel the way they do. Keep the doors of communication open. Establish an atmosphere in which children are free to talk about their feelings, and experiences. Be an active listener. Respond in ways that encourage further discussions with the children. Accept what the children say. Children need assistance in working through their feelings. Giving "too much" advice and making quick judgments can cut off communication.

A Time of Concern

Early adolescence is a self-conscious and self-centered period in life. Adolescents ask themselves many questions: "Do I look all right?" "Does anybody like me?" Adolescents may change clothes several times every morning because "I just don't look right!" A parental suggestion may be vetoed because "Nobody dresses like that!" Adolescents feel a great deal of pressure to conform to friends or class-mates and will want to dress and act just like them. Minor physical characteristics such as freckles, scars, or glasses are now great concerns to young adolescents.



In spite of these feelings of insecurity, the wish to be independent is strong during the adolescent years. At this time, children feel grown-up and want to be allowed to do more. It is important to remember to suggest extra responsibilities for the school-age children.

With this desire for independence comes a need for more privacy. Adolescents want and need a quiet place to work on hobbies or homework, think, or just be alone. They may resent a younger child intruding into this special area.

11 - 14 YEARS

More Like Adult

Since young adolescents are beginning to look more like adults, it is natural that they want to feel more like adults, socially and mentally. This age is a time of many ups and downs. Adolescents may become confused, frustrated and bewildered as they try to find out more about themselves. This search for the answer to "Who am I?" can result in rebelling against others - friends, parents and you!

Friends

Young adolescents form strong ties with friends. They have a strong desire to "belong" and to be liked by others their own age. Young adolescents often worry that the way they look will make them different from others. Those who mature physically early - or late - may feel very unhappy if their friends have not reached the same level of development.



Acceptance and Trust

Your role in the adolescent's social-personal development is extremely important, but often difficult. Young adolescents need your acceptance and trust more and more. They need someone there to say, "You're OK!" "I like you." "You belong here." Discuss with adolescents your rules and limits and the reasons for them. But be willing to listen to their ideas, too. Young adolescents are now better able to help determine what their limits should be. They have formed certain values and will want you to respect them. When you come to a joint decision, adolescents are more willing to accept and follow these rules. Open lines for communication help you and adolescents develop a good and happy relationship.



What do School-Age Children Need?

School-age children have many needs, as do younger children in your care. It will be helpful for you to be aware of these needs, so that the children will feel comfortable and happy. To give school-age children a meaningful experience, keep the following needs in mind as you and the children plan their afternoons.

- **Welcome the children** when they arrive from school. Include them in activities with the younger children. This will make them feel a part of the day care activities.

- School-age children may bring projects from school or special belongings that they want to keep safe from little hands. **Provide a place where the older children**

can keep their own belongings. Give older children a time and place for privacy away from the younger children. A quiet area to do homework or to work on hobbies is important.

- Remember the children and the parents need to decide when homework is to be completed. Explain that you are available for help, if needed.

- **Good nutritious snacks**, such as milk, fruit, or a sandwich provide vitamins and minerals older children need. These snacks also help "tide over" those hungry appetites until suppertime. Offer snacks early so that they won't spoil the children's supper.

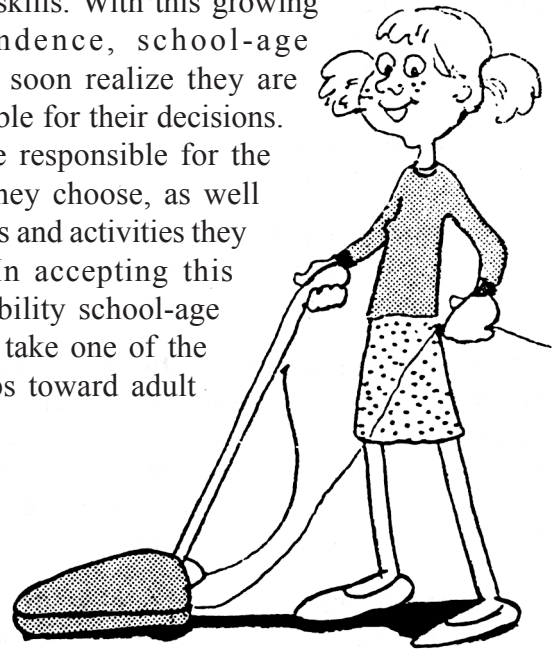
SCHOOL-AGE NEEDS

- Because of the rapid and uneven growth of school-age children, **rest is essential**. Provide the children with a time and place to relax or sleep, if they wish.
- Children need **time to pursue their own interests**. This time can help develop a special talent or interest, independence from others, and good feelings about themselves.
- Since older children are in school most of the day, they don't always have a chance to use all of their energy. **Provide a variety of flexible activities**. Suggest activities that are challenging to school-age children. Let them select their own activities, too.
- Children **need friendships with children their own age**. The hours after school are perfect times for visits with friends, club meetings, or sports events. Be sure to have the parents' permission for their children to attend these activities away from day care.
- During the early adolescent years, children become very aware of their appearance. They want and **need guidance in caring for their personal hygiene**.
- **School-age children need opportunities to feel responsible**. Suggest several responsibilities they will enjoy such as creating a new learning material or helping you think of and doing activities for the younger children. School-age children will enjoy this "grown up" feeling and will appreciate your trust.

At this age, children also worry about being in the "right" group. Their friends often are able to provide security that young adolescents seem to need. Often these friends will become socially more important than the family.

Interest in the opposite sex begins to develop. Young adolescents now enjoy being with groups of boys and girls.

As school-age children grow and mature, they need the opportunity to be independent. By choosing their own activities friends, and values, school-age children develop many decision-making skills. With this growing independence, school-age children soon realize they are responsible for their decisions. They are responsible for the values they choose, as well as friends and activities they select. In accepting this responsibility school-age children take one of the first steps toward adulthood.



How to Handle Conflicts During the School-age years

School-age children are gradually becoming more and more independent. And with this independence, they often have their own opinions and ideas. Many times, differences in opinion will cause conflicts between you - the Provider - and the children, and even between the children themselves.

Change can cause conflicts. School-age children react strongly to change. They see the rapid physical changes of their bodies, and often do not understand why these changes occur.

School-age children notice changes in their environments or daily routines which may cause the release of strong emotions.



HANDLING CONFLICTS

Problems with friends or parents, a bad day at school, a change of teachers or providers, a feeling of fear and insecurity - all of these experiences can cause children to feel angry, frustrated, and can result in conflicts and unhappiness.

But conflicts are not necessarily bad. They happen because people are different, they think differently, and have different wants and needs. Conflicts are an expected part of learning and discovery - of living.

These are times when children need your patience. They need your daily help in understanding why changes occur in their daily lives. And they need your guidance in talking about how these changes make them feel. Children need your steady reassurance that their world is safe and secure - regardless of the experiences or situations they may have. Resolving these conflicts should be a growth experience, both for you and the children. It should be done **for** and **with** the children, not **to** them. These few reminders will guide you **and** the children in avoiding and solving conflicts. Share these ideas with the children's parents:

- **Talk with the parents of the school-age children** in your care. Together, discuss your expectations for the children while they are in day care.

- **Talk with the children about you expectations.** Set limits that are realistic and reasonable. The children should take an active part in discussing and defining these limits. Remind the children that with their growing independence comes the responsibility for accepting the results of their actions.

- **Decide on only a few rules at a time.** Rules can always be added or changed as the children grow older. Their behavior will let you know when they are ready to handle more responsibility.

- **Your reactions to the rules should be consistent.** It's hard to always act and react the same way with each situation. But the children will be happier and you will feel less hassled when everyone knows the rules.

- **Accept the children as individuals.** Respect their family background and their ethnic heritage. This acceptance will help children develop a strong feeling of self-worth - and trust and respect you.

- **Give the children opportunities to explore their own values.** Children are individuals and should be given time to sort out their feelings and ideas of "who they want to be." This means allowing them participation in activities with other children, friends after school, or organized community programs.

- **Praise good behavior and work when you see it.** Everyone feels secure when their behavior is appreciated and praised and when mistakes are accepted constructively. "John and Mary decided to listen to the record player together. Great going kids!"

- **Work together to find the cause of conflict.** The children will be more motivated to carry out solutions when they share the responsibility of the solution. Respect and trust will develop as you and the children learn to live and work together.



- **Set a good example for the children.** You are an important model for them. They see your actions as acceptable ways of behaving and reacting to various situations. Remember, you are a "teacher," and your guidance will help the children become self-sufficient, independent adults.

- **When conflicts do occur, listen to the children.** Give them the opportunity to tell you how they feel - or a chance to release their anger. Don't punish the children for screaming, or crying. Be patient. This behavior may simply be their way of releasing feelings.

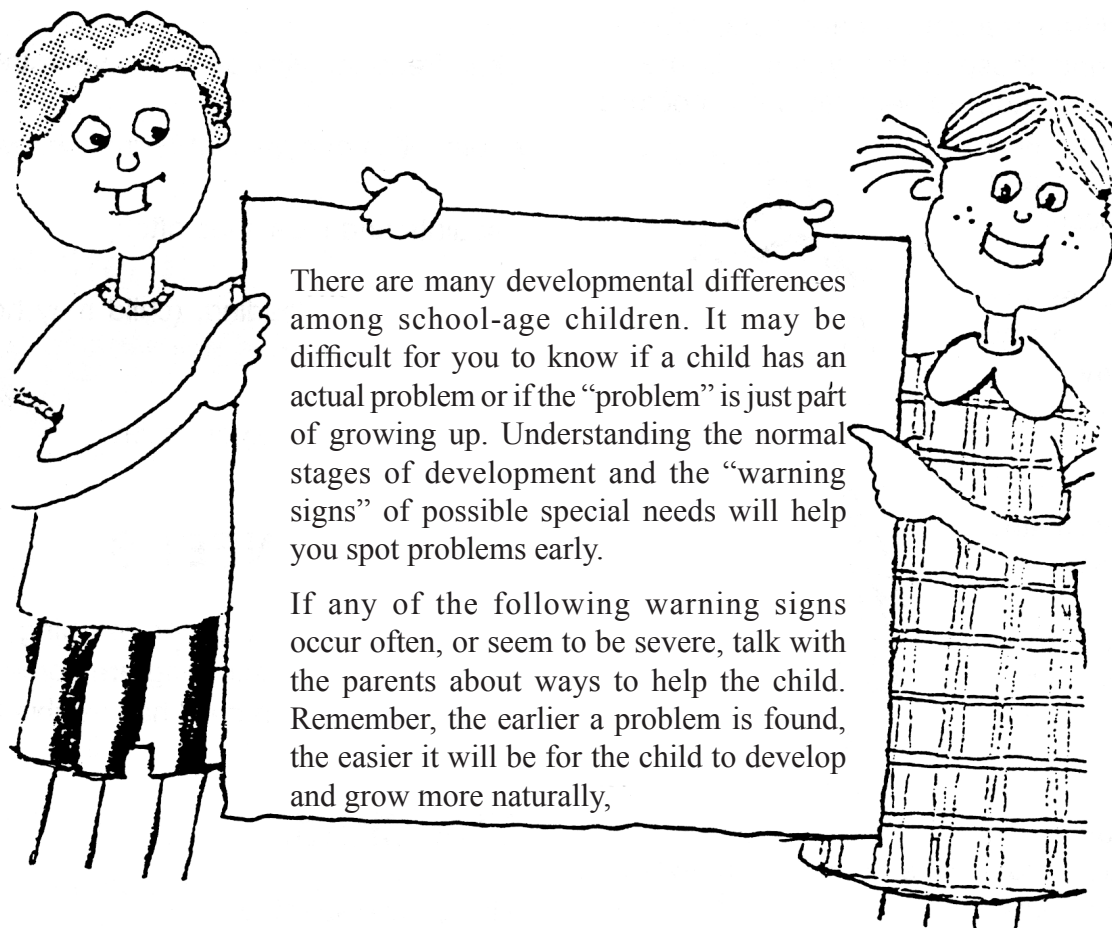
- **Some children may need time alone** - to work out their feelings and solutions in their own way.

- **Respond in ways that will encourage constructive discussion of the conflict.** Try to interpret how the children must feel, then tell them. "John, you seem to be angry." The children will let you know if you understand their feelings correctly. They'll open up to the listener who accepts their feelings.

- **Tell the children how you feel - calmly and honestly.**

- **Let them know you accept how they feel.** Remember, it's the conflict or behavior that you may not like - not the children. When the children realize that you accept their feelings, they will be better able to accept them themselves. This genuine acceptance will promote a close relationship between you and the children.

EARLY WARNING SIGNS



There are many developmental differences among school-age children. It may be difficult for you to know if a child has an actual problem or if the “problem” is just part of growing up. Understanding the normal stages of development and the “warning signs” of possible special needs will help you spot problems early.

If any of the following warning signs occur often, or seem to be severe, talk with the parents about ways to help the child. Remember, the earlier a problem is found, the easier it will be for the child to develop and grow more naturally,

PHYSICAL NEEDS

School-age children are normally very active. Their growth is usually regular during the middle childhood years. Then growth spurts occur during the early adolescent years - usually during the eleventh year for girls and the fourteenth year for boys. Sometimes physical problems interfere with proper growth and may limit children in some activities. These are some signs of physical needs.

Inadequate Dental Care

Teeth have cavities, cause pain, or are discolored. Poor dental health is a condition in school-age children.

Overweight

Overweight children or adolescents may be very clumsy and feel self-conscious about their appearance. They also tend to be overweight adults and may be more likely to develop heart or circulatory problems.

Underweight

A child is too frail to participate in the active play of this age group.

Tonsillitis

Consistent bad breath and severe sore throat may be signs of tonsillitis.

EARLY WARNING SIGNS

Cuts and Bruises and Breaks

School-age children frequently have cuts, bruises and breaks during these active years. Some of these injuries are minor, others require a doctor's help. Call a doctor and the child's parents if any of these signs occur.

- The injury causes the child to feel dizzy, throw-up, have a headache or be unusually sleepy.

- A child is badly cut and bleeds a great deal.

- The cut or bruise swells and discolors, and is painful to the touch. Others require a doctor's

- complains of eyes that burn, itch, swell, or water,

- A bone appears to be broken.

The area around the bone is red, swollen, and tender to the touch.

- A permanent tooth is knocked out. Rinse dirt off the tooth. Replace the tooth in the socket. Wrap gauze or cotton around the tooth and have the child bite down. It is possible that the tooth will continue to grow if you follow these steps. Take the child to the dentist and follow the dentist's directions.



- complains of frequent headaches and dizziness,
- has frequent sties or other eye irritations,
- complains of eyes that burn, itch, swell, or water,
- squints and rubs eyes often,
- has difficulty reading, (child may hold a book too close to eyes), or
- has trouble paying attention

HEARING NEEDS

Hearing is important for learning language and social skills. The following are some signs to watch for if you suspect a child has trouble hearing.

The Child:

- is easily distracted,
- may speak very little and use only a few words,
- asks for words to be repeated,
- may keep your sight all the time and frequently watches your lips when you speak,
- may have frequent ear aches,
- may lean his or her ear toward a sound or require voices or music louder than normal
- may use a lot of gestures, or
- does not come when called or does not follow directions.

SIGHT NEEDS

Sight needs may be especially obvious in the six to eight year age range. Here are some signs of possible sight problems.

The Child:

- does poorly in school,
- the child may not be able to see the board or school books clearly,

EARLY WARNING SIGNS

LEARNING NEEDS

Learning needs may be more obvious during the school years. Children are now trying to learn about many complex ideas such as money, time and the symbols that represent these ideas. They often have great difficulty learning abstract ideas.

These Children:

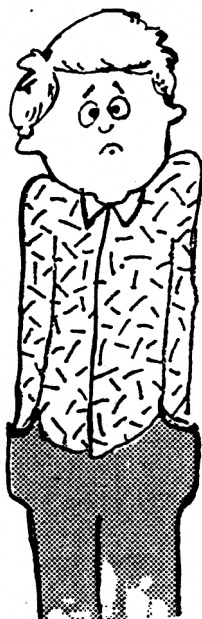
- feel confused or frustrated when asked to try; something new,
- feel inadequate about themselves,
- are slow in physical, social, emotional and cognitive development,
- need to have new ideas repeated often and in many different ways,
- are slow in grasping new ideas,
- have a poor memory,
- are careless about completing assignments, or
- have poor reasoning skills.

EMOTIONAL NEEDS

All children may occasionally have some emotional problems. Most of these problems are just a natural part of growing up. However, if problems reoccur or last for a very long time, something may be wrong. Here are some signs of emotional problems you will want to remember.

The child:

- has a strong fear or dislike of school,
- fights a lot with other children,



- is unusually shy or withdrawn,
- prefers to be alone,
- fears new experiences or people,
- feels inadequate about himself or herself, and is unable to express these feelings,
- is unable to handle changes,
- is unable to make friends or talk in a group,
- is often depressed or unhappy,
- complains a great deal about minor physical problems, such as stomachaches, sore muscles, or headaches,
- rebels against everything,
- is unable to do activities appropriate to his or her age, (he or she may want to play childish games with younger children and avoid being with children his or her own age),
- is unable to receive or show affection,
- refuses to eat for a long period of time,
- has trouble sleeping,
- lies, cheats, or steals frequently, or
- is constantly negative about himself or herself, school, or home.

Independent, talkative, eager, and always on the go, go, go! - that's part of the school-age children's world. Providers who care for children of this age are aware of the challenge these children bring to the day care program.

**Be patient and understanding!
And keep your sense of humor.
These up and down years of middle
child-hood and adolescence will
soon change into mature years of
the young adult!**



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